

Intellectual Abilities As The Basis For The Formation Of Critical Thinking Among Future History Teachers

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Abstract: The article is devoted to the study of the role of intellectual abilities in the formation of critical thinking among future history teachers. The key aspects of critical thinking, such as analysis, synthesis, information evaluation and argumentation, as well as their relationship to intellectual abilities, are considered. Special attention is paid to the specifics of the training of historical teachers, where critical thinking is an important tool for interpreting historical events and forming an objective view of the past among students.

Keywords: Critical thinking, intellectual abilities, historical thinking, cognitive processes, pedagogical activity, intelligence, innovative methods, digitalization, multimedia technologies.

Introduction: The socio-economic and socio-cultural changes taking place in our society lead to the need for a significant update of pedagogical theory and practice. In accordance with the current changes in the educational system of Uzbekistan, in particular with a focus on new paradigms of personality-oriented education, new issues are being updated, including «educating young people as spiritually rich and physically developed individuals with high knowledge and spirituality, increasing the authority of managers and teachers of educational institutions, creating the conditions necessary for the implementation of their effective activities» [1].

As Shavkat Mirziyoyev notes, we cannot achieve accelerated progress without modern education. Education is undoubtedly a solution to any problem and an important factor in our future [2]. In a rapidly changing world where technology and knowledge are becoming the foundation of development, quality education is the foundation for building a strong and prosperous society. It is through education that the skills necessary for innovation, economic growth and social stability are formed.

The professional training of future teachers in such a situation is presented as a deep process of personality formation with a clear system of values and historical thinking necessary for analyzing trends in society and developing children's learning skills taking into account these changes. The intellectual abilities of future

history teachers make it possible to analyze theoretical and general humanitarian knowledge, systematize it, and also form teachers' methodological skills and creativity in solving professional problems.

In modern pedagogical science, the concept of «intellectual ability» occupies a central place as a key factor determining the effectiveness of the educational process. In a broad sense, intellectual abilities are individual psychological properties of a person that ensure the success of intellectual activity, including cognitive processes, learning ability and creativity.

Intellectual abilities are individual psychological properties of a person that are a condition for the success of intellectual activity, including cognitive abilities, cognitive styles, learning ability and creativity. They develop in a spiral: the acquisition of knowledge and methods of action presupposes a certain level of mental development, which, in turn, creates conditions for the assimilation of more complex forms. In the structure of pedagogical activity, intellectual abilities are integrated into gnostic (cognitive), constructive (structuring material) and design (modeling processes) components, providing a transition from empirical to theoretical thinking [3].

Pedagogical thinking, as a specific process, enhances this essence: it combines a cognitive component (a system of knowledge and mental operations) with a reflexive (introspection), making intellectual abilities a tool for transforming a student's personality. Thus, the

essence of the concept is not reduced to innate inclinations, but presupposes purposeful formation through activity, where the teacher acts as a subject integrating external actions into mental processes.

The importance of intellectual abilities in teaching is multifaceted and is determined by their role in ensuring personal freedom, self-sufficiency and successful learning. The higher the level of intelligence, the less susceptible to external manipulation and the more effective the analysis of pedagogical situations. For teachers, they act as a prerequisite for professional competence, allowing them to manage the process of developing students' consciousness, as K.D. Ushinsky emphasized: pedagogical activity is a «reasonable and purposeful development of consciousness in a person» [4].

The importance of intellectual abilities in the professional activity of a history teacher is multifaceted and determined by the specifics of the subject. History as a discipline requires a high level of abstract thinking from the teacher, since it operates not only with the chronology of events, but also with their interpretation in the context of social, economic and cultural transformations. Intellectual abilities allow the teacher to overcome stereotypes in the presentation of material, stimulating students' analytical perception of the past. In addition, in the era of digitalization of education, intellectual abilities are gaining new importance: they ensure the teacher's adaptation to innovative methods such as multimedia technologies, which require not only knowledge of the content, but also the ability to integrate visual and interactive elements to increase students' motivation. Research shows that teachers with developed intellectual abilities demonstrate higher efficiency in developing students' creative potential in history and social studies lessons, which directly affects the quality of education.

The content of intellectual abilities in the activities of future history teachers is concretized through historical and pedagogical discourse, where they manifest themselves in working with sources, analyzing events, and shaping historical thinking. The history teacher uses them to model historical reality: to identify patterns in chronological series, interpret contradictions in documents, and formulate alternative approaches to the study of historical epochs. These abilities not only provide a deep understanding of historical processes, but also require a teacher to have a developed intellect capable of systematizing complex data and building a holistic picture of the past.

In this context, according to the Russian psychological and pedagogical tradition, intelligence is interpreted as a system of psychological mechanisms that allows a

person to build an adequate picture of the world around them, organize behavior and activities, creating order out of chaos based on the correspondence of individual needs to the objective requirements of reality. In the pedagogical context, this concept has evolved from historical concepts of subjective conditions of successful activity (B.M. Teplov) to understanding as conditions for purposeful management of one's own thinking (V. Stern) [3].

Intellectual abilities acquire particular relevance in the professional activity of a history teacher, where they act not only as a tool for transferring knowledge, but also as a catalyst for the development of critical thinking and historical consciousness of students. In the context of the digitalization of education and the growth of the information flow, a history teacher should have the ability not only to reproduce facts, but also to interpret them in the context of modern challenges, contributing to the formation of the civic identity of the younger generation.

Perhaps no one will argue with the fact that every teacher should develop the intellectual abilities of students. This task is one of the key tasks in the educational process, since the intellectual development of students forms the basis for their further personal and professional growth. The development of intelligence includes not only the transfer of knowledge, but also the formation of critical thinking skills, analysis, synthesis of information, as well as the ability to independently find solutions.

The development of students' intellectual abilities is one of the key tasks of modern pedagogy. Education not only transmits knowledge, but also forms the ability to think critically, analyze, solve problems and adapt to the rapidly changing conditions of the modern world. There is no doubt that every teacher should contribute to the intellectual development of his students, but it requires scientific justification and a systematic approach.

Intellectual abilities include a set of cognitive processes such as perception, attention, memory, thinking, imagination, and the ability to solve problems.

The pedagogical essence of intellectual ability is rooted in its role as a condition for the successful performance of cognitive activities focused on personal development. In the psychological and pedagogical literature, intelligence is defined as a person's ability to cognize reality, encompassing the entire cognitive sphere in a broad sense or focusing on mental abilities in a narrow sense. According to V.N. Druzhinin, the structure of intelligence includes three key components: psychometric intelligence (the ability to solve problems based on existing knowledge),

creativity (the use of imagination and fantasy) and learning ability (the acquisition of new knowledge). This makes intellectual abilities not a static gift, but a dynamic property formed in the process of interaction with the environment [5].

Modern research in the field of pedagogy and psychology emphasizes that the intellectual development of students is most effective in conditions of active involvement in the educational process. For example, the use of problem-based learning, project-based activities, and interdisciplinary approaches allows students not only to internalize facts, but also to apply them in real-world situations. Such methods contribute to the development of cognitive abilities such as logical reasoning, creativity, and the ability to work with abstract concepts.

In addition, an important aspect is the individualization of the educational process. The teacher must take into account the characteristics of each student, their level of training, interests and abilities. A differentiated approach, including the adaptation of assignments and the use of a variety of educational technologies, allows you to unlock the potential of each student. For example, the use of digital tools such as interactive platforms and educational applications can significantly increase the engagement and effectiveness of future history teachers' education.

The development of students' intellectual abilities is a complex process that requires not only professional knowledge from the teacher, but also the ability to inspire, motivate and guide. Only in conditions of a purposeful and creative approach can a teacher effectively contribute to the intellectual growth of his students, preparing them for the challenges of the modern world.

Intellectual abilities play a key role in shaping critical thinking among future history teachers, as they provide a basis for analyzing, interpreting, and evaluating historical sources and events. The development of such skills as logical thinking, analytical information processing and the ability to reflect allows future teachers not only to deeply understand historical processes, but also to effectively transfer this knowledge to students, forming their skills of independent and critical reflection on the past. For the successful training of history teachers, it is necessary to integrate into the educational process methods aimed at developing intellectual abilities, including problem-oriented teaching, discussion and work with primary sources. Only through the systematic development of critical thinking will future teachers be able to cultivate in their students a conscious attitude to history and the ability to resist manipulation and distortion of facts.

Thus, intellectual abilities are the foundation that ensures the professional competence and civic responsibility of history teachers.

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